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ABSTRACT
The New Careers program sponsored by the University of Colorado Center for Urban Affairs has developed two innovative features: (1) Training is based on a process model of education, and (2) The program is committed to developing as trainers persons who are from a poverty or minority group background. The model provides for two programs. The program for the trainers involves: (1) conferring a majority of the credit for concepts learned from work being performed, (2) providing for credit which is transferrable to other colleges, (3) waiving entrance examinations, and (4) offering an Associate of Arts degree that accounts for the training specialty. The program for trainees is based on the principle that it is possible to obtain 4 years of college and the Bachelor of Arts degree without ever entering a formal classroom. (This is not to say that formal classroom attendance will not be a part of the education sequence.) The goal is that the trainee accomplish the degree in 4 to 5 years while working full time. This means that credit must be given for learning that takes place on the job and for independent investigation. By developing measurements for such a learning experience, credit can be matched to the traditional course structure. (JK)

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EDUCATION IN THE NEW CAREERS PROGRAM

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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New Careers is an innovative approach to job development, training, education, employment, and career development in the human services for the underemployed and the unemployed. The program was conceived as a solution to the needs both of the disadvantaged for training, jobs, and careers, and of human service agencies for the manpower required to deliver improved and increased human services. Through New Careers training, people from disadvantaged backgrounds are prepared to take permanent jobs in human service agencies. Employing agencies and educational institutions collaborate in developing realistic career opportunities for trainees, improved use of manpower, and more effective services.

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Background

The New Careers program sponsored by the Center for Urban Affairs, University of Colorado, has the potential for being one of the most exciting social experiments of our time. It is a test of whether the institutions in our society can not only meet the massive demands placed on them, but also pioneer in providing innovative answers to human problems.

The unique factor in the national New Careers program is the development, within existing agencies, of career programs that include a commitment to grant relevant academic credit based on learning in the natural setting of society. Such a program allows the nonparticipant in our society a chance for meaningful participation. For too long our institutions have been closed societies limited to a select few persons who have the "right" credentials. The concept of New Careers includes taking people where they are found, building on their innate strengths and life experiences, and using their experiences in an agency structure to render service to the client population. The poor person who enters the agency as a worker begins a new career in the agency and the university, but, more important, he begins a new career in society.

In addition to the above concept, the Denver New Careers project has developed two distinct and innovative features:

1. It has based its training model for the New Careerist on a process model of education. This model has as its base the total participation of the individual in the learning process.

"Seeing, doing, and learning" in an action method dominates the learning process. Through this process the trainee learns to construct his own concepts, systematize his past experiences, and, as a result,

make sense out of the present and the future. As the trainee goes through this process he begins to be able to handle abstraction developed from content and experiences. He moves from specifics to generalities. Conspicuously absent from the learning situation are lectures, textbooks, nonflexible lesson plans, and formal testing.

2. The second unique feature is the commitment to develop as trainers persons who are from a poverty background or minority group. The main selection criteria were: 1) sensitivity to how people learn and develop, and 2) an individual ability to learn through group process, using this as their educational vehicle. No concern was given to formal methods of recruitment based on paper qualifications. The commitment was to develop minority-poverty persons in a new career as trainers backed up with academic credit designed around their natural work setting. It is anticipated that these trainers will eventually be employed in the agencies involved with trainees in the New Careers program or in other programs where people with group-process skills are needed, such as the public schools.

For the full operation of the above two concepts it is important to solicit the involvement of the academic community in providing for integrated educational achievement. Based on the premises that people cannot be taught but must learn, that people cannot be trained but must grow and develop, that we are colearners equally dependent on each other for help and seeing and accepting the relationships, we ask the universities and colleges to join us in this endeavor. We ask them to commit themselves to a new type of learner, one who brings many years of living to the learning situation, has experienced many emotions of life in a very short time, and has a tremendous capacity for learning if the

learning allows for the following relationship:

Between teacher and learner there must be:*

ORIENTATIONS THAT AID LEARNING		ORIENTATIONS THAT HINDER LEARNING
1. Reciprocal trust (confidence, warmth, acceptance)	NOT	Distrust (Fear, aloofness, defensiveness)
2. Cooperative learning (inquiry, exploration, quest)	NOT	Teaching (training, advice giving, indoctrinating)
3. Mutual growth (becoming, actualizing, fulfilling)	NOT	Evaluating (fixing, correcting, providing a remedy)
4. Reciprocal openness (spontaneity, candor, honesty)	NOT	Strategy (planning for, maneuvering, gamesmanship)
5. Shared problem-solving (defining, producing, alternatives)	NOT	Modeling (demonstrating, information giving, guiding)
6. Autonomy (freedom, interdependence, equality)	NOT	Coaching (molding, steering, controlling)
7. Experimentation (play and innovation)	NOT	Patterning (standard, static, fixed)

Too often the standard academic situation emphasizes the hindrances rather than the aids. In this program there exists a unique chance to integrate higher education into the life process of these individuals.

Education Model

The following is a preliminary education model that may be used as a point of departure. For discussion, there are two programs that concern

*Gibbs, Jack. "Is Help Helpful?" Forum: 25-27; February 1964.

us: one for the trainers and one for the trainees.

I. Trainers: The first priority is a program for the trainers in which they can develop "expert claimability"[1] and a marketable knowledge in training and related fields. It should be an academic program where both a two-year and a four-year degree can be pursued. The credit should be designed around the learning that takes place in the work setting, with much of the work individually designed by the trainer. Through this process the credit work will be tailored to him specifically.

To accomplish above:

A. A majority of the credit should be given for concepts learned from work being performed.

B. Credit that is transferrable to other colleges is essential.

C. Entrance exams should be waived.

D. An Associate of Arts degree should be offered that accounts for the training speciality.

II. Trainees (New Careerists): The academic program of the trainees is based on the principle that it is possible to obtain four years of college and the B.A. degree without ever entering a formal classroom. This is not to say that formal classroom attendance will not be a part of the education sequence. It is merely stated to set the stage for the type of education experience that universities must be ready to provide people in the future. The needs of and demands on, our trainees

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1. This concept grew out of a converation with Juan Cordova, Training Director, training program for Denver New Careers at the University of Colorado. It means that this social system responds to people who claim to be experts. Claimability is ownership of certain knowledge while expert means ability to apply the knowledge.

would not allow them to take the sacred four years out of their lives to obtain the degree that is so important in society. Our goal is that the trainee can accomplish the B.A. degree in four to five years, while working full time. This means that credit must be given for learning that takes place on the job, with the New Careers trainees, and for independent investigation. By developing measurements for such a learning experience, credit can easily be matched to the traditional course structure. The learner in this setting constructs his theoretical concepts from the experiences he is going through. In this manner education becomes a working tool for the learner. Ultimately this method of education will prove superior to the type that is now offered by the universities. It will bring creativity and innovation back into the education process.

To accomplish this task an Education Task Force should be created to take into consideration the learners' total experiences.

EDUCATION TASK FORCE CONCEPT

The task force components are made up primarily of three areas that will have the most impact upon the trainees.

Task Force Localities	Task Force Personnel
I. The Neighborhood	1. Trainers (New Careers) 2. Neighborhood Residents 3. Trainees
II. The New Careers Center	1. Director (New Careers) 2. Associate Director (New Careers) 3. Trainers 4. Metropolitan University and Colleges Faculty 5. Basic Education

Task Force Localities (cont'd)	Task Force Personnel (cont'd)
III. Agencies	1. Insiders 2. Line people 3. Supervisors 4. Academic faculty 5. Basic education 6. Trainers (New Careers).

I. Neighborhood

The neighborhood where the trainee lives is where the cultural, family, and peer influence are at their greatest. The subgroups of poverty as they relate to the development of power are important here. It is in the neighborhood that an individual may first feel power, self-confidence, and dignity. The task force personnel important to the trainee at this point are:

1. The indigenous trainers who operate the New Careers Center
2. The neighborhood people who are role models, experts in issues, action sociology-psychology-political science-education, family, etc. Neighborhood people will be employed as primary instructors for the program and would be paid for their work.
3. Other trainees in the New Careers program.

The inner dynamics among the trainees in the informal atmosphere of the neighborhood are important to the reinforcement of learning at the neighborhood level.

II. New Careers Center

The Careers Centers which are regionally based allow for the conceptual work to be moved into an environment familiar to the trainee. The New Careers centers will be the focus of the education process.

The centers will be directed in such a manner that they become an integral part of the region in which they function. Hopefully, they will operate 16 or 24 hours a day, depending on the needs of the population.

Through the coordinated efforts of the coordinator, associate directors, and trainers the total learning process will be developed.

It is here that the universities and colleges will play their key part. Academic credit could be designed to consider the person's on-the-job experiences, practical experience, and learning theories developed by the trainee.

Through the coordinator, associate directors, and trainers teamed with academic persons at the centers, an exciting, interdisciplinary approach to education will be provided.

Each course will be learned in an action manner and will be characterized as a course that meets a present need and is adapted to an issue, a purpose, or a particular situation with which the trainee identifies. The trainees are present-oriented. College staff would adapt their approach to a process rather than a goal of completing a certain amount of content in a specific time. Textbooks and lectures are deadly for nonverbal learners. Teaching should be a mutual sharing-learning experience from which written material evolves. This material, with adequate verification, may develop into textbook information for publication purposes.

Adult basic education should function as an integral part of the developing needs of the trainee. It should be available when the trainee recognizes a need for it. Predetermined G.E.D. courses, etc.

should be avoided. The learner must feel and perceive the need for involvement before he enters. Too often a service is established and imposed on the person by those who think they know best. The program must avoid this pitfall.

A total of 360 hours over eight months will be spent in the New Careers Centers.

A career development committee will be established to validate the learning process. Validation consists of linking acquired knowledge to career needs. Career needs as they presently exist in fields of human service are stylized and inadequate. The committee would be instrumental in creating and expanding human service careers that acknowledge new learning that is relevant to human service needs.

The career development committee would consist of members of training staff, trainees, and agency and community representatives. Key members would be persons in the merit system, the career service, and civil service.

III. Agency

The third area of education is the agency itself. Generally closed shops in the past, agencies will have to undergo various attitudinal changes, depending primarily upon the trainers and the trainees. Here is where trainees will spend 850 hours of on-the-job training during the first eight months. Credit designed around this work experience will be essential. Concepts of sociology, psychology, economics, political science, etc., will emerge on a process basis. For example: the New Careerist may find himself not being accepted as a part of the staff. This could fit the status theories in

sociology. The trainee would evaluate why this is happening and what he can do to overcome it and would then test his theory. This is theory generating at the problem level.

The agency personnel important to the trainee will be the sympathetic insiders who can aid in breaking down restrictive barriers put up by his coworkers.

The line people with whom the trainee works will be the on-the-job trainers. It is in this situation that productive learning takes place. Here, academic credit could be given for work-study. The line people should undergo sensitivity training by trainers who work directly with the agencies.

The third important group is the supervisory staff. They can either obstruct or aid in accomplishing the education task. Training of this group will also be very important. Their contribution as to supervisory technique, etc. will be valuable in the education model.

The university should consider for these trainees:

1. Entrance exams and high school diploma requirements should be waived.
2. Credit should be given for work-study as well as independent study.
3. Credit should be transferrable among the colleges and universities.
4. The academic program should lead to a degree.

Summary

The education task force concept is an attempt to consolidate the education process. It is an attempt to relate the total life experience

of an individual to the learning experience. It is designed to meet the existing needs of the trainees when they come to our program. To accomplish this will require commitment to the idea that "It isn't that the poor don't know how to learn, it's that we don't know how to teach them."[2] The whole New Careers program is dedicated to learning how to teach in a nonfragmented, life-oriented approach.

The university will play a key role in granting credit that indicates a marketable knowledge and expert claimability. In a highly credential-oriented society we must guard against the past inadequacies of programs with this group.

If we are successful in helping this group learn, and we learn in the process, we will find the new processes needed to rejuvenate a sterile educational system. For, in a sense, this group may be the last of the true learners, and God forbid that we would force them to adopt our uncommitted ways in order to advance in society.

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[2]Art Pearl, Speech, Denver, Colorado

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